

Pre HLA Questions	
Name:	D.O.B:
School:	Year:
How long has the pupil been accessing your setting/school?	
*Has the pupil attended another setting/school previously?	
Have you assessed the pupil using the EAL assessment ? What level is he/she?	
Has the pupil made progress on the EAL assessment tool this term/since starting at your setting?	
Why has he/she been identified as needing S&L?	
Is there a report from his/her home country?	
Have you completed a Language Link test and what was the pupil's score?	
*Have you checked home language level with the parents using the EYFS or Talking Point ?	
*What language(s) do the parents/carers speak with the child and at home?	
*If the child has been brought up bilingually how do parents manage it? (for example: is it one person one language?)	
Are parents/carers fluent and confident in the languages they are using at home?	
*Does the pupil have friends/siblings/cousins who speak the same home language(s)?	
*Does the pupil have access to media in home language?	
Is he/she able to express themselves non-verbally?	
Are there any concerning behaviours?	
Is the pupil playing with peers?	
Is there a noticeable articulation disorder?	

**You may need interpreter support to find answers from parents on these questions- please note if you do.*

EAL HLA EY/KS1

Part A- Naming & Identifying everyday objects (Listening & Comprehension)

Task one: I'm going to ask you to give me something that's on the table. Listen carefully to what I ask you to do. Ready? Tick box A if the child gives you the object, box B if they name it in L1 and box C if they name in English

1. Can you give me the thing I need to open the door? What is this? (key)
2. Can you give me thing I need to eat my food? What is this? (spoon)
3. Can you give me the thing I need to write in my book? What is this?(pen)
4. Can you give the thing I need to cut paper? What are these? (scissors)
5. Can you give me thing I need to keep my foot warm? What is this? (sock)

Comment on pupil's response

Task 5: Read the following verbal instructions and tick the box if the pupil follows the instructions

1. Put the pen under the table
2. Put the sock on the chair
3. Put the spoon on the table and the scissors next to the book
4. Put the spoon inside the sock and the key on table
5. Stand up, take the book to the door and put it on the floor, then come back and sit down.

1				
2				
3				
4				
5				

Comments

Part B Speaking

Narrative: Look at these pictures. They tell a story. Can you tell me what is happening?

Prompt: *what's happening here? Tell me*

Comments:

Sequencing: These pictures make a story but they are all muddled up. Can you put them in the right order to tell the story? **Prompt:** *which picture do you think comes first? Which picture comes next?*

Comments:

Relating personal experience: Tell me what you did in class this morning (at home last night, before you came to school, at playtime)

Comments:

Comparing, Describing, Reasoning

Look at these pictures (people, animals, food) Tell me which do you like best? Which is the most expensive. cheapest, most dangerous, smallest etc.? Why do you like that best? What do you think his job is?

Comments:

Vocabulary Knowledge		
Topic	Vocabulary	comments
Self	Food, hobbies, games, sports, TV programmes	
Family	Names of family members, e.g. mother, brother, sister	
Home	Rooms in the house, foods, furniture	
School	Activities, areas of learning, school routines	
Colour	Red, blue, green, yellow, orange, white	
Shape	Square, circle, rectangle, triangle	
Foods	Banana, apple, mango, pizza, rice ...	
Animals	Farm animals, wild animals (pets should be included only if culturally appropriate)	
Actions	Eating, pushing, drawing ...	
Size	Big, small ,tall, short ... As above As above	
Positional	In, on, under ...	
Possessive	My, your ...	

Language competence		Comments & Examples
Use of tenses <i>*comment on tenses in HL</i>	Present: what pupil is doing now/today or does regularly Past Tense: what pupil was doing or did yesterday Future Tense: what pupil will/is going to do	
sentence structure	simple/compound/complex, word order, subject-verb agreement	
Conversational ability	Relevance, turn-taking	
Pronunciation	Clarity of enunciation, Fluency of speech. Intonation	

Observations					Replies in...	never	sometimes	mostly	always
Communicates using....	never	sometimes	mostly	always	English only				
gestures					mixed code (more English)				
One-word response					mixed code (more home language/s)				
Single phrase					home language				
Full sentences									
Extended response									

Recommendations

Suggested Materials

Try to make them culturally appropriate and age relevant.

- Pupil's own Photographs, Photo Talk Book
- Colour Photo Cards, e.g. feelings/emotions
- Spot the Difference Pictures
- People and Jobs photos
- Photo Action Cards about schools.
- School objects – pen, pencil, book
- Story/ everyday Sequencing Cards